

and knowledge. It is not less important that parents in the home and teachers in the nursery school should leave ample opportunity to the child for quite free, unhindered, unorganised, imaginative play, than that they should provide didactic apparatus and materials for development in physical skill. This passive work of the educator in leaving the child free to make-believe is as valuable a part of his function as his more active services—a point sometimes lost sight of in the modern nursery school.

The third general significance of the psycho-analytic study of young children, which links up with play activities, is that of the great importance of giving opportunities for the sublimations. Here, again, it is the function of the educator to be passive. He should not, for example, introduce a moral element into the teaching of art, as by over-valuing neatness, accuracy, or formal virtues of any kind. He needs to leave the child free with his painting or modelling materials, to develop his own skill of expression as his own inner needs dictate. As the wisest teachers have shown us, we cannot order or control the child's expression in art. We can but give him material and opportunity, and leave him free to his own creative spirit. This is now beginning to be understood in the realm of art; but it has a wider general application, too. Whatever line of real achievement we consider, that indirect expression of unconscious phantasy which we call sublimation can never appear at the behest of the super-ego, whether the primitive internal super-ego or the real external teacher. It is always the fruit of the child's own creative wishes. If we attempt to control and contain it, we simply make it lifeless and formal. It is not here that the active function of the educator ELS the "super-ego" should operate ;

here he must be passive and merely supporting.
His active
functions lie in maintaining the stable
framework of ordered
routine, and in the control of aggressive,
destructive impulses
in their crude forms.

The psycho-analytic study of young children,
and especially
of the early phantasies and anxieties, thus
altogether re-
emphasises the importance of respecting the
child's individual-
ity, even at an early age. The personality of
the child, and
of the adult that he is to be, rests in the last
resort upon
the inner flux of forces within his own mind,
which it is
beyond our power to affect and control by any
deliberate act.